



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 7

Test Date: March 2008  
Code: 11831442  
SAU: Winslow Schools  
School: Winslow Junior High School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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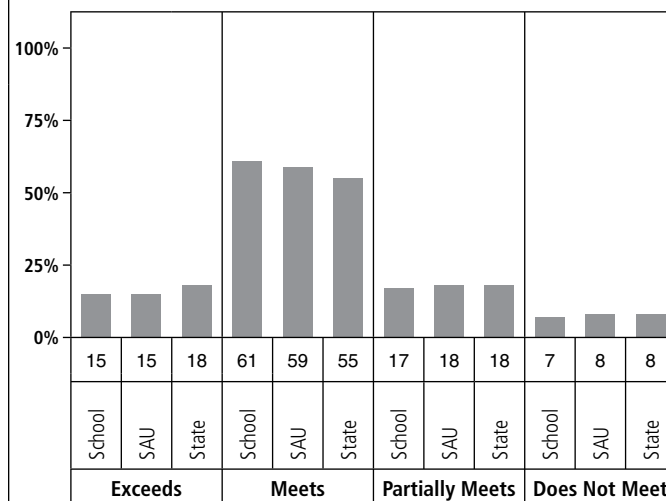
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 7  
SAU: Winslow Schools  
School: Winslow Junior High School

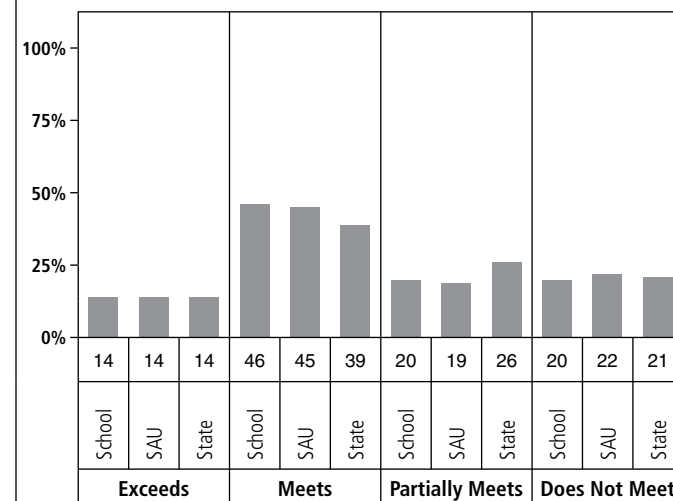
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	744	744	745
2006–2007	749	749	748
<b>2007–2008</b>	<b>750</b>	<b>750</b>	<b>750</b>
Cum. Avg. *	747	747	748
<b>Mathematics</b>			
2005–2006	738	738	740
2006–2007	744	744	742
<b>2007–2008</b>	<b>743</b>	<b>742</b>	<b>743</b>
Cum. Avg. *	742	741	742

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 7  
 SAU: Winslow Schools  
 School: Winslow Junior High School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	73	100	75	100	14818	100	71	97	73	97	14698	99	71	97	73	97	14694	99												
Ethnicity African American/Black	0	0	0	0	381	3	0	0	0	0	372	98	0	0	0	0	375	99												
American Indian or Native Alaskan	0	0	0	0	113	1	0	0	0	0	112	99	0	0	0	0	112	99												
Asian or Pacific Islander	1	1	1	1	219	1	1	100	1	100	213	97	1	100	1	100	217	99												
Hispanic	1	1	1	1	178	1	1	100	1	100	176	99	1	100	1	100	177	100												
Caucasian/White	71	97	73	97	13927	94	69	97	71	97	13825	99	69	97	71	97	13813	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	13	18	15	20	2556	17	11	85	13	87	2508	99	11	85	13	87	2497	98												
Current LEP	0	0	0	0	363	2	0	0	0	0	352	97	0	0	0	0	360	99												
Economically disadvantaged	23	32	25	33	5461	37	22	96	24	96	5408	99	22	96	24	96	5406	99												
Migrant	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	62	85	63	84	12195	82	62	85	63	84	12215	82												
Identified disability (PET/IEP)	2	3	3	5	418	3	2	3	3	5	421	3												
LEP	0	0	0	0	183	2	0	0	0	0	183	1												
504 plan	0	0	0	0	181	1	0	0	0	0	182	1												
<b>Participation with accommodations</b>	9	12	10	13	2320	16	9	12	10	13	2303	16												
Identified disability (PET/IEP)	9	100	10	100	1912	82	9	100	10	100	1900	83												
LEP	0	0	0	0	159	7	0	0	0	0	173	8												
504 plan	1	11	1	10	56	2	1	11	1	10	55	2												
Other	0	0	0	0	244	11	0	0	0	0	226	10												
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	178	1	0	0	0	0	176	1												
Identified disability (PET/IEP)	0	0	0	0	178	100	0	0	0	0	176	100												
LEP	0	0	0	0	5	3	0	0	0	0	4	2												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	27	0	0	0	0	0	28	0												
<b>Non-participation – other</b>	2	3	2	3	93	1	2	3	2	3	96	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date:	March 2008
Grade:	7
SAU:	Winslow Schools
School:	Winslow Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006	11	10	10	10	1769	11
	2006-2007	18	17	18	17	2630	18
	<b>2007-2008</b>	<b>11</b>	<b>15</b>	<b>11</b>	<b>15</b>	<b>2604</b>	<b>18</b>
	Cum. Total*	40	14	39	14	7003	16
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006	47	45	46	45	7521	49
	2006-2007	58	55	58	55	7605	51
	<b>2007-2008</b>	<b>43</b>	<b>61</b>	<b>43</b>	<b>59</b>	<b>8049</b>	<b>55</b>
	Cum. Total*	148	53	147	53	23175	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006	30	29	29	28	3773	24
	2006-2007	17	16	17	16	3000	20
	<b>2007-2008</b>	<b>12</b>	<b>17</b>	<b>13</b>	<b>18</b>	<b>2672</b>	<b>18</b>
	Cum. Total*	59	21	59	21	9445	21
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006	17	16	17	17	2399	16
	2006-2007	12	11	12	11	1620	11
	<b>2007-2008</b>	<b>5</b>	<b>7</b>	<b>6</b>	<b>8</b>	<b>1190</b>	<b>8</b>
	Cum. Total*	34	12	35	13	5209	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	35.9	64.1	35.4	63.2	35.3	63.0
<b>Literary Text</b>	<b>28</b>	<b>50</b>	17.6	62.9	17.4	62.1	17.3	61.8
<b>Informational Text</b>	<b>28</b>	<b>50</b>	18.3	65.4	18.0	64.3	18.0	64.3

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

\*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 7  
 SAU: Winslow Schools  
 School: Winslow Junior High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	71	11	15	43	61	12	17	5	7	750	73	15	59	18	8	750	14515	18	55	18	8	750
<b>Ethnicity</b>																						
African American/Black	0										0						365	10	49	19	22	742
American Indian or Native Alaskan	0										0						110	6	52	24	18	744
Asian or Pacific Islander	1										1						211	26	47	20	6	752
Hispanic	1										1						173	12	54	18	15	746
Caucasian/White	69	10	14	42	61	12	17	5	7	750	71	14	59	18	8	749	13656	18	56	18	8	750
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	11	0	0	2	18	4	36	5	45	730	13	0	15	38	46	730	2330	2	30	36	32	735
No	60	11	18	41	68	8	13	0	0	754	60	18	68	13	0	754	12185	21	60	15	4	753
<b>Current LEP</b>																						
Yes	0										0						342	8	46	22	24	741
No	71	11	15	43	61	12	17	5	7	750	73	15	59	18	8	750	14173	18	56	18	8	750
<b>Economically disadvantaged</b>																						
Yes	22	1	5	12	55	7	32	2	9	745	24	4	50	33	13	743	5299	9	51	26	14	745
No	49	10	20	31	63	5	10	3	6	753	49	20	63	10	6	753	9216	23	58	14	5	753
<b>Migrant</b>																						
Yes	0										0						1					
No	71	11	15	43	61	12	17	5	7	750	73	15	59	18	8	750	14514	18	55	18	8	750
<b>Gender</b>																						
Female	33	9	27	17	52	6	18	1	3	754	33	27	52	18	3	754	7084	24	55	15	6	752
Male	38	2	5	26	68	6	16	4	11	746	40	5	65	18	13	745	7431	12	56	21	11	747
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						946	6	47	34	12	743
No	71	11	15	43	61	12	17	5	7	750	73	15	59	18	8	750	13569	19	56	17	8	750
<b>Gifted/talented program</b>																						
Yes	9	5	56	4	44	0	0	0	0	765	9	56	44	0	0	765	574	61	38	1	0	765
No	62	6	10	39	63	12	19	5	8	748	64	9	61	20	9	747	13941	16	56	19	9	749

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 7  
SAU: Winslow Schools  
School: Winslow Junior High School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	9	0	0	2	33	2	33	2	33	735	9	0	33	33	33	735	6	9	42	24	25	741
B. less than one hour	46	5	16	19	59	5	16	3	9	749	47	15	58	18	9	749	50	17	56	19	8	750
C. one to two hours	39	4	15	18	67	5	19	0	0	753	39	15	67	19	0	753	40	20	58	16	6	752
D. more than two hours	6	2	50	2	50	0	0	0	0	761	6	50	50	0	0	761	4	19	49	21	11	749
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	33	2	9	16	70	4	17	1	4	751	33	9	70	17	4	751	36	24	58	14	5	753
B. They match some of what I have learned.	54	9	24	22	59	3	8	3	8	751	54	24	58	11	8	751	50	16	58	19	8	749
C. They match just a little of what I have learned.	10	0	0	3	43	3	43	1	14	744	10	0	43	43	14	744	11	13	45	26	16	745
D. There is no match.	3	0	0	0	0	2	100	0	0	740	3	0	0	100	0	740	3	4	35	29	31	737
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	14	2	20	5	50	2	20	1	10	752	16	18	45	27	9	750	28	35	52	9	5	756
B. good	65	8	18	27	60	7	16	3	7	751	64	18	60	16	7	751	52	15	60	18	7	750
C. fair	19	1	8	8	62	3	23	1	8	747	19	8	62	23	8	747	18	3	49	33	15	742
D. poor	1	0	0	1	100	0	0	0	0	750	1	0	100	0	0	750	2	2	41	28	29	738
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	16	3	27	3	27	3	27	2	18	748	17	25	25	33	17	747	16	13	48	23	16	745
B. about the same as my regular schoolwork	58	5	13	28	70	4	10	3	8	750	57	13	70	10	8	750	65	18	57	18	7	750
C. easier than my regular schoolwork	26	3	17	10	56	5	28	0	0	753	26	17	56	28	0	753	19	21	57	16	6	752
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	10	1	14	3	43	1	14	2	29	741	10	14	43	14	29	741	9	5	38	29	28	738
B. Most of the passages were about the same as what I normally read.	53	6	17	23	64	6	17	1	3	752	52	17	64	17	3	752	55	14	57	22	7	748
C. Most of the passages were easier than what I normally read.	37	4	16	14	56	5	20	2	8	751	38	15	54	23	8	750	36	28	58	10	4	755
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	35	5	21	12	50	6	25	1	4	752	35	21	50	25	4	752	44	18	56	18	8	750
B. I tried about the same as I do on my regular schoolwork.	59	6	15	27	68	5	13	2	5	751	58	15	68	13	5	751	51	19	56	17	7	751
C. I did not try as hard on this test as I do on my regular schoolwork.	6	0	0	2	50	1	25	1	25	736	7	0	40	40	20	735	5	9	46	26	19	743
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	7	1	20	2	40	2	40	0	0	750	7	20	40	40	0	750	17	25	57	13	6	753
B. 20 minutes to an hour	38	6	23	17	65	2	8	1	4	754	37	23	65	8	4	754	45	22	56	16	6	752
C. less than 20 minutes	19	2	15	11	85	0	0	0	0	757	19	15	85	0	0	757	13	14	56	21	9	748
D. I rarely read at home.	36	2	8	11	44	8	32	4	16	743	37	8	42	35	15	742	24	8	53	26	13	745
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	100	0	0	0	0	0	0	2	100	716	100	0	0	0	100	716						
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 7  
SAU: Winslow Schools  
School: Winslow Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	13	12	13	13	1646	11
	2006-2007	11	10	11	10	2142	14
	<b>2007-2008</b>	<b>10</b>	<b>14</b>	<b>10</b>	<b>14</b>	<b>2028</b>	<b>14</b>
	Cum. Total*	34	12	34	12	5816	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	33	31	32	31	5497	36
	2006-2007	52	50	52	50	5642	38
	<b>2007-2008</b>	<b>33</b>	<b>46</b>	<b>33</b>	<b>45</b>	<b>5703</b>	<b>39</b>
	Cum. Total*	118	42	117	42	16842	38
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	30	29	29	28	4514	29
	2006-2007	26	25	26	25	4077	27
	<b>2007-2008</b>	<b>14</b>	<b>20</b>	<b>14</b>	<b>19</b>	<b>3733</b>	<b>26</b>
	Cum. Total*	70	25	69	25	12324	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	29	28	28	27	3797	25
	2006-2007	16	15	16	15	3001	20
	<b>2007-2008</b>	<b>14</b>	<b>20</b>	<b>16</b>	<b>22</b>	<b>3054</b>	<b>21</b>
	Cum. Total*	59	21	60	21	9852	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	8.3	51.9	8.2	51.3	8.8	55.0
Cluster 2: Shape and Size	14	25	4.8	34.3	4.7	33.6	5.5	39.3
Cluster 3: Mathematical Decision Making	8	14	3.9	48.8	3.9	48.8	3.5	43.8
Cluster 4: Patterns	18	32	9.4	52.2	9.3	51.7	7.9	43.9

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 7  
 SAU: Winslow Schools  
 School: Winslow Junior High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	71	10	14	33	46	14	20	14	20	743	73	14	45	19	22	742	14518	14	39	26	21	743
<b>Ethnicity</b>																						
African American/Black	0										0						372	5	24	25	45	731
American Indian or Native Alaskan	0										0						110	5	30	36	29	736
Asian or Pacific Islander	1										1						216	25	34	23	18	748
Hispanic	1										1						175	9	32	30	29	737
Caucasian/White	69	10	14	31	45	14	20	14	20	743	71	14	44	20	23	742	13645	14	40	26	20	743
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	11	0	0	1	9	2	18	8	73	719	13	0	8	15	77	718	2321	2	16	26	55	727
No	60	10	17	32	53	12	20	6	10	748	60	17	53	20	10	748	12197	16	44	26	15	746
<b>Current LEP</b>																						
Yes	0										0						356	7	23	24	45	731
No	71	10	14	33	46	14	20	14	20	743	73	14	45	19	22	742	14162	14	40	26	20	743
<b>Economically disadvantaged</b>																						
Yes	22	2	9	10	45	3	14	7	32	736	24	8	42	13	38	734	5301	5	31	31	33	736
No	49	8	16	23	47	11	22	7	14	746	49	16	47	22	14	746	9217	19	44	23	14	747
<b>Migrant</b>																						
Yes	0										0						1					
No	71	10	14	33	46	14	20	14	20	743	73	14	45	19	22	742	14517	14	39	26	21	743
<b>Gender</b>																						
Female	33	5	15	15	45	7	21	6	18	745	33	15	45	21	18	745	7086	14	40	26	20	743
Male	38	5	13	18	47	7	18	8	21	742	40	13	45	18	25	741	7432	14	38	25	22	743
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						946	4	23	36	37	733
No	71	10	14	33	46	14	20	14	20	743	73	14	45	19	22	742	13572	15	40	25	20	743
<b>Gifted/talented program</b>																						
Yes	9	5	56	4	44	0	0	0	0	767	9	56	44	0	0	767	575	64	31	3	1	765
No	62	5	8	29	47	14	23	14	23	740	64	8	45	22	25	739	13943	12	40	27	22	742

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 7  
SAU: Winslow Schools  
School: Winslow Junior High School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	9	0	0	2	33	2	33	2	33	733	9	0	33	33	33	733	6	7	29	26	37	734
B. less than one hour	46	6	19	12	38	7	22	7	22	742	47	18	36	21	24	741	50	13	39	26	22	742
C. one to two hours	39	3	11	15	56	5	19	4	15	745	39	11	56	19	15	745	40	15	42	26	17	744
D. more than two hours	6	1	25	3	75	0	0	0	0	760	6	25	75	0	0	760	4	16	37	23	24	742
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	29	3	15	12	60	4	20	1	5	748	29	15	60	20	5	748	32	21	40	23	16	747
B. They match some of what I have learned.	48	6	18	16	48	4	12	7	21	745	49	18	47	12	24	744	50	12	42	27	19	743
C. They match just a little of what I have learned.	20	1	7	4	29	5	36	4	29	736	20	7	29	36	29	736	15	7	32	31	30	737
D. There is no match.	3	0	0	0	0	1	50	1	50	723	3	0	0	50	50	723	3	4	17	21	58	726
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	36	6	24	12	48	4	16	3	12	749	37	23	46	15	15	748	25	34	42	13	11	753
B. good	41	3	11	14	50	6	21	5	18	743	40	11	50	21	18	743	47	10	45	27	18	743
C. fair	19	1	8	5	38	3	23	4	31	736	19	8	38	23	31	736	23	3	30	36	32	735
D. poor	4	0	0	1	33	1	33	1	33	733	4	0	33	33	33	733	5	1	17	32	49	729
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	41	1	4	10	37	7	26	9	33	735	42	4	36	25	36	735	36	6	38	29	27	738
B. about the same as my regular schoolwork	41	2	7	18	67	5	19	2	7	746	40	7	67	19	7	746	53	13	42	27	18	744
C. easier than my regular schoolwork	18	7	58	3	25	0	0	2	17	757	18	58	25	0	17	757	11	40	32	15	13	753
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	40	2	7	14	52	3	11	8	30	739	39	7	52	11	30	739	46	12	40	27	21	742
B. I tried about the same as I do on my regular schoolwork.	51	7	20	16	46	9	26	3	9	749	51	20	46	26	9	749	49	16	40	25	19	744
C. I did not try as hard on this test as I do on my regular schoolwork.	9	1	17	2	33	2	33	1	17	740	10	14	29	29	29	737	5	10	27	27	36	736
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	13	0	0	1	11	2	22	6	67	724	13	0	11	22	67	724	9	15	37	25	23	742
B. two or three days a week	10	2	29	1	14	2	29	2	29	736	10	29	14	29	29	736	20	13	41	26	20	743
C. two or three times each month	42	3	10	18	62	4	14	4	14	746	41	10	62	14	14	746	30	15	40	27	18	744
D. never or almost never	35	5	21	12	50	6	25	1	4	750	36	20	48	24	8	749	41	13	39	26	23	742
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	3	0	0	0	0	0	0	2	100	712	3	0	0	0	100	712	20	17	39	23	22	744
B. two or three days a week	12	3	38	0	0	2	25	3	38	734	13	33	0	22	44	732	29	16	40	25	19	744
C. two or three times a month	41	2	7	17	61	5	18	4	14	745	40	7	61	18	14	745	26	13	40	28	20	743
D. never or almost never	45	5	16	15	48	7	23	4	13	747	44	16	48	23	13	747	24	10	39	27	24	740
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	10	0	0	4	57	1	14	2	29	739	10	0	57	14	29	739	8	7	32	26	35	736
B. 30–45 minutes	75	8	16	25	49	10	20	8	16	745	74	16	49	20	16	745	41	12	38	27	23	741
C. 45–60 minutes	13	1	11	3	33	3	33	2	22	737	14	10	30	30	30	735	41	17	42	24	16	745
D. more than 60 minutes	1	0	0	0	0	0	0	1	100	716	1	0	0	0	100	716	10	15	38	25	22	743
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	100	0	0	0	0	0	0	2	100	712	100	0	0	0	100	712						
C.	0										0											
D.	0										0											